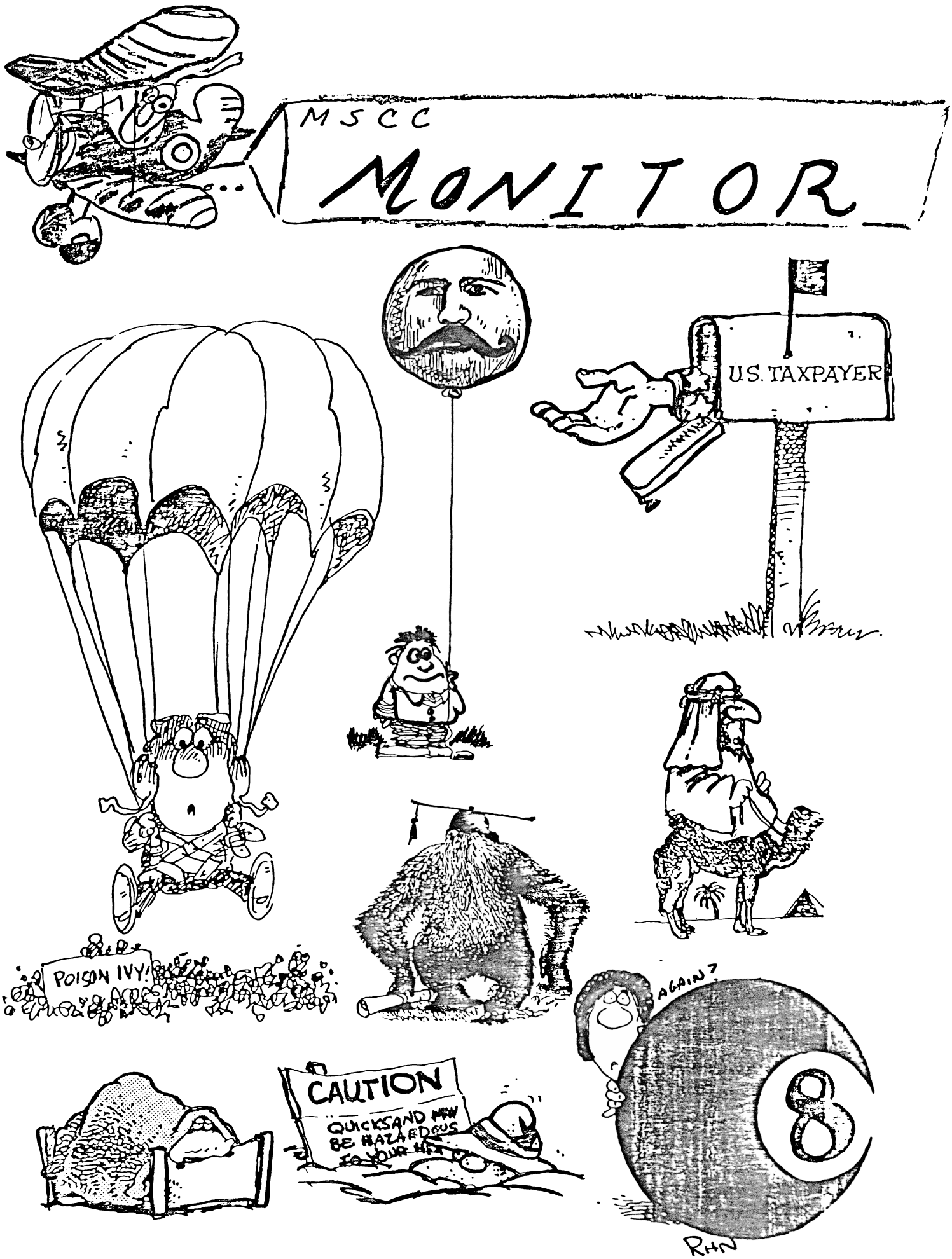
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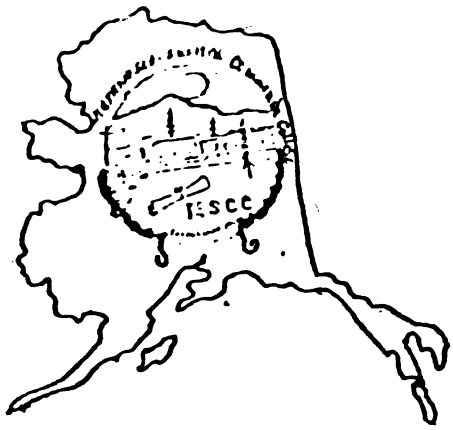

EDITOR: WOODY HAYES

ASSISTANT EDITOR: RAE NELSON

STAFF:

DON - AUTUMN

ANONYMOUS CONTRIBUTORS

VOLUME *8 NO. 5

JANUARY - 1983

Staff photo

BABA PREDICTS: In 1983 Jackie Onassis will become engaged to a major savings & loan association.

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..... FROM THE PRESIDENT, AL OKESON.....

WELCOME TO ALL STUDENTS ATTENDING MAT-SU COMMUNITY COLLEGE SPRING SEMESTER, 1983.

YOU ARE HERE BY CHOICE AND MY STAFF AND I ARE HERE TO PROVIDE THE BEST ACADEMIC ENVIRONMENT POSSIBLE. WE WILL SERVE YOU TO THE BEST OF OUR ABILITIES AND IT'S DEBATABLE AS TO WHOSE REWARDS WILL BE GREATER.....YOURS OR OURS.

WE ARE DEDICATED TO PROVIDING QUALITY EDUCATION AND FEEL CERTAIN THAT THE KNOWLEDGE YOU GAIN WILL BE EXCITING, ENRICHING AND REWARDING. WE HOPE THAT YOU HAVE DISCARDED THE FAILURE-EYE OF INFANCY AND THAT YOU SEE YOURSELF WITH THE SUCCESSFUL EYE OF NOW. MENTAL MATURITY WILL FREE YOU FROM FAILURE AND LIMITATIONS. EACH AND EVERY DAY THAT YOU SET OUT FOR IMPROVEMENT YOU BECOME MORE EFFECTIVE AND MORE KNOWLEDGEABLE, ENABLING YOU TO FUNCTION BETTER WITHIN THE PERIPHERY OF YOUR GOALS.

MY STAFF AND I ARE AVAILABLE TO ASSIST YOU AT ANY TIME. MY DOOR IS ALWAYS OPEN AND YOU ARE ALWAYS WELCOME. MAY YOU BE SUCCESSFUL IN WHATEVER ENDEAVOR YOU CHOOSE AND MAY EACH OF YOU HAVE A VERY REWARDING AND KNOWLEDGEABLE EXPERIENCE THIS SPRING.....

Editorial

"IN SPITE OF EVERY SAGE: THE VALUE OF A DEGREE"

(condensed from an article by W. Todd Furniss)

"In spite of every sage whom Greece can show,
Unerring wisdom never dwelt below;
Folly in all of every age we see,
The only difference lies in the degree."
--Nicholas Boileau--Despreaux, Satire IV

To write today of the value of a college degree requires a measure of gall. Is a college education worth it? "A simple way to make this point is to ask those who would argue that we need fewer, or that we have too many, college educated persons, whether they would prefer to live in a community where the number of college graduates is reduced," says Clyde Ingle in a commencement address at Moorhead State University. Should this question be asked in Bombay? Even Parade Magazine has its views, some incorporated in a story about Bjorn Borg, tennis superstar. Borg couldn't keep up with his homework or pay attention to his teachers so he dropped his education at fifteen but in each of the past three years had earned $1 million. This news or nonnews item was more easily swallowed than a proposal made in the Congressional Record by Senator Hathaway that the way to cut the costs of a college education is to reduce the length of the program from four years to three.

Despite the flood of observations, recommendations, anecdotes, and foolery, academics need occasionally to review the bases of their faith. A good time to do so is at the start of a new academic year, when freshmen freshly arrive, when upperclassmen come back bent or broken by their exposure to the real world and need to be academically splinted, and when even faculty members and administrators may--sometimes--have those thoughts that start, "WHAT AM I DOING HERE?" (WHAT AM I DOING HERE? WHAT AM I DOING HERE? WHAT AM I DOING HERE?).

WHO CARES ABOUT THE VALUE OF A COLLEGE DEGREE, AND HOW INTENSELY?

Students care, often very intensely. Cynics would have us accept a uniform image of every student as one who assumes that, simply by paying fees in a college, he or she is entitled to a degree and that it is his or her right to be given a middle-management job in the month after postgraduation summer vacation. This image would explain, first, the press stories about the "NONSTUDENT" students who lifestyle their way through high school and college, grasshoppers to us industrious ants. And the image would also explain that other catagory of press story about the overeducated taxi driver.

The cynics' image is wrong on almost every count. It entirely neglects the acceptance by most students of the need to compete, and even, in many, the enthusiasm for competition. It neglects the urge, which many have even without external competition, to do a good job and win brownie points. The cynical view neglects even what is central to education, the pleasure of learning something new, of putting ideas together in different ways, and of

(CONTINUED)

trying new tools. To the extent that the degree symbolizes these pleasures and urges, it will be valued, often intensely. There IS a time when the student values the degree as a ticket to a job but, for the most part, it is a minimum requirement, like a license to drive.

What students think about the degree itself depends more on their sense of the disadvantages of not having the degree in certain circumstances tha on its positive value. Stories are always being circulated about persons rejected for jobs because they were overqualified, the rejection--where it happens--is probably owed less to the high level of the applicant's degree than it is to the attitude conveyed toward the job: that the job isn't desirable but something accepted only because nothing better is offered.

Once one has a degree and the first job thereafter, the degree has value for the ex-student as a reminder of the experience involved in obtaining it, some of which gave skills he or she can now use, some gave knowledge, some gave pleasure, some stimulated aggravation. The degree itself may be hauled out occasionally, as one hauls out a license, to provide certain kinds of identification. Some degrees may, in some circumstances, be more valuable than others with the same letters, reflecting the elite aura of the place that awarded them. But the chance to use the elite value comes seldom. A study of the value of external degrees as seen by graduate schools and employers suggests that the halo effect is by no means as strong as might have been assumed. For most purposes, a B.A. is a B.A. is a B.A., especially in these days of EEOC and other leveling agencies. On the whole, the employer's interest seldom gets much above indifference, like the cop's interest in the license. He cares only if the license is out of date, forged, or missing.

The value of the degree is, in large part, the sum total of the experiences that lead to its award.

DELICIOUS IDEAS

contribution from Autumn

THE EGGPLANT DIET:
First you plant an egg, and whatever comes up, you can eat it.

THE GARLIC DIET:

You lose ten pounds and all of your friends.

TOOTHPICKS AND MINT DIETS:

You pretend you've already eaten.

THE MARTINI DIET:

You stay fat but you don't worry about it.

And From Ben Franklin

TO LENGTHEN THY LIFE, LESSEN THY MEALS.

EAT FEW SUPPERS, AND YOU'LL NEED FEW MEDICINES.

DON'S PAGE

STUDENT GOVERNMENT DIRECTION

BY DON PATTERSON

The spring term starts and the student government gets started in a direction that hopefully will resolve some issues that have been around the campus for quite a while.

Vending machines, food service and control of the operation will be a top item, with options discussed to correct the current inadequate system.

Road signs are again an item of controversy between DOT and MSCCSG. A new approach will address the library facility in hopes that the issue can be resolved and signs posted on the Parks Highway and Palmer-Wasilla Hwy.

Several positions on the Student Government apparently will require appointments to fill the remaining terms of office, with hopes that those appointed will serve in an active roll.

It's this reporters hope for the new year that action replaces individual infighting and progress replaces stagnation in the Student Government, but it is only a man's opinion that forward direction is needed.

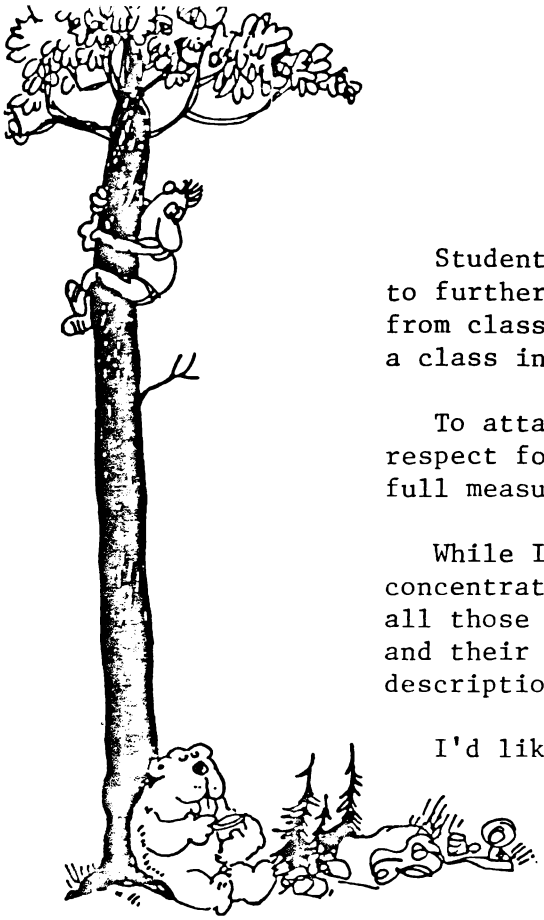
TROUBLE?

CLASS SCHEDULES

Numerous students have voiced a concern as to limited day time classes available on the MSCC campus. The full time enrollment is on the increase and there appears to be a growing desire toward four year degree programs. The concern involves sufficient classes to complete undergraduate requirements without traveling to Anchorage and the transferability of classes taken at MSCC to upper or senior colleges.

Two major constraints external to the campus, reduce the staff's ability to address fully the concerns of all the student body. One is budget and the other is UAA policy. Both are currently under great pressure by the Legislature and the Board of Regents. Hopefuly transfer of credits will soon be resolved and with public reaction (student body), the legislature will take positive steps to insure adequate funding levels for campuses statewide.

One final note, the student loan program isn't as secure as some may think and while many students may not require this funding there are 15,000 that do and their future education should concern all students. The legislature needs input, if our voice is needed in support of this program. Drop by the legislative affairs office in Wasilla and send your Senator or Representative a message to support this program as a wise use of our resource revenue for the future of all Alaskans.



WHY ARE YOU HERE?

BY

DON

Students attend college for a variety of reasons. Some attend to further education, some to waste time and others wander aimlessly from class to class with no apparent direction other than to distract a class instructor.

To attain a college education is an adult decision that requires respect for others and understanding that all who attend deserve a full measure of consideration.

While I must admit that early classes don't always promote good concentration levels and late classes tend to reduce attention spans, all those who choose to attend, should do so with respect to others and their ability to retain the lecture material with a minimum of description.

I'd like to offer a word of advice to those who consider their college experience as a lark: Find another outlet to waste your time so that others may have an opportunity to attend in the class space, or act like other adults that have learned the value of a quality education.

****

MAKING THE MOST OF A LITTLE IRRITATION

BY RAE (CONDENSED FROM PULLMAN INC)

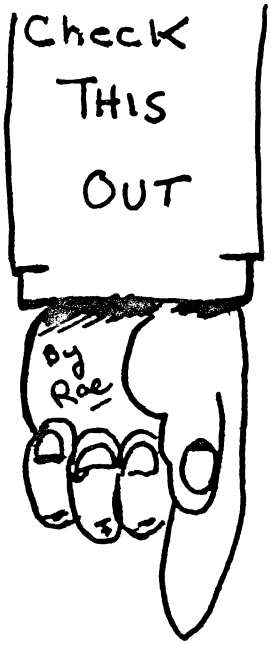
NEXT TIME YOUR WORLD COULD STAND A LITTLE INSPIRATION,
CONSIDER THE OYSTER.
NOT MUCH TO LOOK AT, AND PRETTY BORING AS A COMPANION,
BUT
WHEN IT ITCHES INSIDE, IT SCRATCHES.
AND THAT MAKES A PEARL.

TO THE OYSTER, OF COURSE, THIS CREATIVE RESPONSE TO IRRITATION IS PERFECTLY AUTOMATIC, REQUIRES NO THOUGHT, AND GENERALLY SMOOTHS THINGS OUT.

TO OUR OWN YOUNGER, SOFTER SPECIES, THE RESPONSE TO CHALLENGE IS NOT A BIT AUTOMATIC. IT REQUIRES A GREAT DEAL OF THOUGHT, AND SOMETIMES
MAKES THINGS VERY ROUGH, INDEED.

YET ALL DISCOVERY, ALL INVENTION, ALL NEW IDEAS, ALL INSIGHTS AND INNOVATIONS COME FROM THIS VERY PROCESS.

CREATIVE THOUGHT IS THE MOST VALUABLE MAN-MADE ASSET WE HAVE.
DON'T GRUMBLE WHEN SOMETHING GETS UNDER YOUR SKIN.
IF YOU HAVE AN ITCH, IT MAY PAY YOU TO SCRATCH IT.



CAREERS

By Rae Nelson

NEW ACCOUNTANTS CAN WRITE THEIR OWN TICKET....

In the course of her job, Anita foots, ties, tics and vouches. She's not a nervous person and her job has nothing to do with shoes.

"Footing is deadly," says Anita Cook, an assistant accountant at a large Anchorage firm. She explains that it means adding up long columns of numbers. In accounting jargon, tieing is cross referencing numbers from one page to another. And when accountants foot something, they generally leave a tic mark to draw attention to the item. Vouching is substantiating a number on a financial statement.

With these chores, Cook is on the first step of the ladder in public accounting--a profession in which those on the highest rungs can earn more than top executives in large corporations. "I want to be a CPA, and am going to take the exam soon," says Cook.

A CPA is a Certified Public Accountant and to become a CPA, a rigorous examination must be taken and passed and a two year apprenticeship with an accounting firm is required. A CPA is the only kind of accountant who can certify, or OK, financial statements. Depending on such CPA approvals of company records are the companies themselves, their stockholders and the Federal Government.

"A CPA isn't a bookkeeper. CPA's look upon themselves as business advisors," offers John Marcum, another CPA. "People think of CPA's as mathematical experts," adds Cook. "When you tell people you're a CPA, they always say, 'Oh, you must be great in math?' There's really not that much math involved. I'm not whiz-bang with equations and algebra and that sort of thing," says Marcum.

"Math doesn't really come into play. Most accountants would be dead without a calculator. That's the biggest tool we use. But the main thing is just not being afraid of numbers. So many people say, 'Oh, numbers!' and then shy away from them," comments Cook.

Marcum, a CPA for the last three years, says that CPA's take the number from the client and see if they represent the reality of the business. "We see if the company is moving in the right direction. I mean, the numbers are really our starting point," he says.

Why try for the piece of paper that says you're a CPA? One business magazine recently reported: "Right now, CPA's are prime targets for headhunters(talent scouts) and the classifieds are stuffed with CPA openings."

Accounting is financially rewarding and a good living can be made. With an undergraduate degree, a CPA can start with a national firm at about $15,000 to $20,000 a year, depending on where you live and statistical information indicates that at the senior accountant level, salaries range from $17,000 to $24,000. Managers or supervisors, the title varies with the firm, generally earn between $25,000 and $50,000.

According to the government's Bureau of Labor Statistics, 51,000 new accountants of all kinds will be needed every year through 1985. In a recent year, the government counted 865,000 accountants at work. For the 60,000 accounting students who will graduate next June, job opportunities with public-accounting firms will be more abundant than ever, reports the American Institute of Certified Public Accountants.

.....continued.....

CAREERS (continued)

"Unlike doctors and lawyers, accountants do not need to spend the years and money necessary to obtain advanced degrees," Marcum says. "Earnings can start immediately after college because your skills are in such demand that some accounting firms are having a particularly hard time retaining good accountants," he adds.

Marcum and Cook agree that if you want to be snapped up by a good company, you get the best grades possible in your accounting courses. Some companies go right to the college campuses to interview likely candidates.

"For those college and business school graduates who start with a public accounting firm, the road may be paved with gold if they can survive the path," reflects Cook.

FOR THOSE OF YOU WHO ARE INTERESTED IN INFORMATION REGARDING THE BUSINESS ADMINISTRATION DEGREE COURSE OFFERINGS, SEE WES VAN LOON, COORDINATOR, DEPT. OF BUSINESS ADMINISTRATION, MAT-SU COMMUNITY COLLEGE.

* * * *

OF FOOLISH CONTROVERSY

HONEST MEN OFTEN GO TO LAW FOR THEIR RIGHT; WHEN WISE MEN WOULD SIT DOWN WITH THE WRONG, SUPPOSING THE FIRST LOSS LEAST. IN SOME COUNTRIES, THE COURSE OF THE COURTS IS SO TEDIOUS, AND THE EXPENCE SO HIGH, THAT THE REMEDY, JUSTICE, IS WORSE THAN INJUSTICE, THE DISEASE. IN MY TRAVELS I ONCE SAW A SIGN CALL'D THE TWO MEN AT LAW; ONE OF THEM WAS PAINTED ON ONE SIDE, IN A MELANCHOLY POSTURE, ALL IN RAGS, WITH THIS SCROLL, I HAVE LOST MY CAUSE. THE OTHER WAS DRAWN CAPERING FOR JOY, ON THE OTHER SIDE, WITH THESE WORDS, I HAVE GAIN'D MY SUIT: BUT HE WAS STARK NAKED.

BENJAMIN FRANKLIN
POOR RICHARD'S ALMANACK

****

STUDENT INVOLVEMENT:

TO BE OR NOT TO BE?

BY RAE NELSON

*STUDENT -- ARE CONSUMERS - We're concerned about getting our money's worth in EDUCATION EQUALITY

*STUDENT -- ARE INVESTORS - We are hoping to learn a trade, skill or profession to get a better job; to make more money.

As investors, we spend a great deal of time and money at risk in an attempt to reap future financial and professional rewards; we want to protect and assure a good return on our investment.

When college administrators ask, "What do students want?" the answer is: THEY SIMPLY WANT TO BE ASKED THAT QUESTION! Most students are aware that there are many decisions where student involvement is inappropriate; reasonable people can differ as to which decisions those are. If administrators and faculty did more to reach out to students, to involve them more in the shaping of the present and future of their schools, and let them know that their concerns are of concern to them, there'd be less disagreement.

Administrators have to make their decisions on the basis of a variety of factors and student views are only one consideration. Decisions that students disagree with is one issue--there's another category that upset students even more: decisions that affect them but are made without their input. Students feel that they are powerless and neglected and that administrators and faculty don't really care about them.

It's this reporter's opinion that students, even evening students, like to feel that there's some kind of personal interest in them as individuals. They want to be consulted about curriculum, tuition and fees, faculty hiring and firing, course content and evaluation. They do not want to supplant administrators; they want to be consulted. Student involvement helps to develop a spirit of community, a feeling of belonging and a willingness to help.

(continued)

*Student ideas and views can be useful to administrators in five important ways:

1. STUDENT INPUT CAN HELP ADMINISTRATORS MAKE SOUNDER DECISIONS: An administrator who has heard from students, who knows what their perceptions and arguments are, is in a far better position to make a rational and responsive decision than one who has only incomplete information. Students know that they will not always get their way. But faculty members and other staff often have an easier time making their views known to administrative decision makers than do members of the student body unless administrators make a conscious effort to rectify that imbalance.

2. STUDENT INPUT CAN HELP ADMINISTRATORS ASCERTAIN, AND THEN BETTER SERVE, THE NEEDS OF PRESENT STUDENTS: There are many things that are obvious to students that are not obvious to policy makers at a university. Students can alert administrators to problems and inadequacies that might have gone undetected in the absence of effective channels for student input. Administrators can then respond where appropriate. Responsiveness, based on a receptiveness to communication from students, can improve the morale of the student body and the word-of-mouth reputation of the college.

3. STUDENT INPUT CAN HELP ADMINISTRATORS TO ANTICIPATE, AND THEN POSITION THEIR INSTITUTIONS TO ADDRESS THE NEEDS OF PROSPECTIVE STUDENTS: The desires of present students are as good a predictor as any of the desires of prospective ones. IN THE COMPETITION FOR ENROLLMENT PREDICTED IN THE DECADES TO COME, INSTITUTIONS THAT ENCOURAGE STUDENT INPUT WILL HAVE A DECIDED ADVANTAGE.

4. STUDENTS CAN BRING TO THE ATTENTION OF ADMINISTRATORS FRESH IDEAS AND INNOVATIVE APPROACHES: A student proposed that a peer counseling program be created to supplement faculty counseling of students, especially freshmen and sophomores, regarding courses and requirements. Dr. Bright of George Washington University, liked the idea and gave it his support. Student volunteers were recruited and trained; since then, the peer counseling program has proven to be enormously valuable at relatively little expense to the university.

5. ACTIVE ENCOURAGEMENT OF STUDENT INVOLVEMENT CAN STRENGTHEN FUTURE ALUMNI SUPPORT: The time to begin cultivating the loyalty of alumni to an institution is not after they have graduated, but BEFORE they graduate--while they are still students. If students don't feel that they are part of the college community while they are attending college, they are not going to respond generously to alumni appeals after they have left.

Administrators who try to increase student involvement in administrative processes will most likely tailor their initiatives to the particular needs and characteristics of their institutions. Here are a few general suggestions:

1. Students could be given the chance to comment in writing by set deadlines on major policy proposals that would be published in the student newspaper.
2. Letters or columns in the student newspaper by key administrators and faculty, soliciting student viewpoints and suggestions or reporting to students on major issues or initiatives; talks by administrators to meetings of student organizations; open forums devoted to particular campus issues; informal conversations with student leaders or randomly selected students.
3. Systematic methods of following up student complaints should be established and an attempt should be made to identify patterns of complaints. Such patterns might indicate problem areas that need attention.
4. Brochures should be developed to tell students how the institution functions, who is responsible for various administrative operations or departments, how

(continued)

students can seed redress of particular types of grievances, where they should direct their suggestions and complaints, and how they can get involved in campus decision making.

5. After major policy decisions have been made, administrators should endeavor to communicate to students the reasons for the decisions and their analysis of the arguments raised by students on the matters at issue. This procedure would assure that students feel that their comments have been conscientiously considered, that their involvement had been worthwhile, and that they had received fair treatment from administrators who cared enough to listen to them and to take their needs, interests, and views seriously.

This article has been adapted from:

*Goldberg, Mark, Student Involvement: A Resource for Administrators, 1980.

********** **********

WHAT EVERY STUDENT SHOULD KNOW

by Rae (MSCC Catalog)

STUDENT RIGHTS

Matanuska-Susitna Community College dedicates itself to insuring the constitutional rights of its citizens and to maintaining an educational environment conducive to learning. To encourage the maximum development of students, the College adheres to these guidelines:

1. All citizens enjoy, under the Constitution, the freedom to speak freely, to protest, to organize, and to demonstrate within the limits of State and Federal constitutions and laws.
2. It is the responsibility of each individual to maintain order so that other people's rights and the peace and security of the College will not be impaired.
3. The College must enable each individual to enjoy the rights of the First Amendment, and each individual must cooperate with the College in conducting the educational program.

A due process procedure for the hearing of student grievances has been developed. What are they?

STUDENT CONDUCT

Education at the College is conceived as training for citizenship as well as for personal self-improvement and development. Each citizen has a responsibility to respect the rights of others and to abide by the laws and boundaries which govern all citizens. Membership in the College community affords special status and prestige and often carries with it an even greater amount of responsibility. Students are representatives of the College community both on and off the campus, just as are faculty and staff members.

Each unit of the school has its unique mission and may, if necessary, have special guidelines or regulations printed and distributed to students at each unit of the school where applicable.

Generally, college regulations are designed to help each student work efficiently in courses and to assist in the development of a high standard of character and citizenship. They are not designed to ignore individuality but rather, to encourage

continued

STUDENT CONDUCT(CONTINUED)

the exercise of self-discipline which is imposed by a sense of social responsibility. These regulations, in most instances, have been developed jointly by staff and students. Students charged with infractions are advised in writing and given a full hearing with right of counsel and the opportunity to question witnesses or accusers. The College subscribes to principles of due process and fair hearings as specified in the Joint Statement on Rights and Freedoms of Students, a statement developed by the American Association of University Professors, the U.S. National Student Association, the Association of American Colleges, the National Association of Women Deans and Counselors, and the National Association of Student Personnel Administrators.

Most students find it relatively easy to adjust to the privileges and responsibilities of the College citizenship. For those who find this process more difficult, insight and confidence is necessary in adjusting to the new environment. In some cases, when a student is unable or unwilling to assume his social responsibilities as a citizen in the College community, the institution may terminate his or her enrollment.

COMMITTEES STUDENTS CAN SERVE ON

INSTRUCTIONAL COUNCIL
LIBRARY USERS
POLICY ADVISORY
PROGRAM EVALUATION
LIBRARY ART SELECTION
LIBRARY USER(PLANNING CONSTR.)
PRESIDENT'S COUNCIL
STUDENT ART COMPETITION
COMMUNITY COLLEGE COUNCIL

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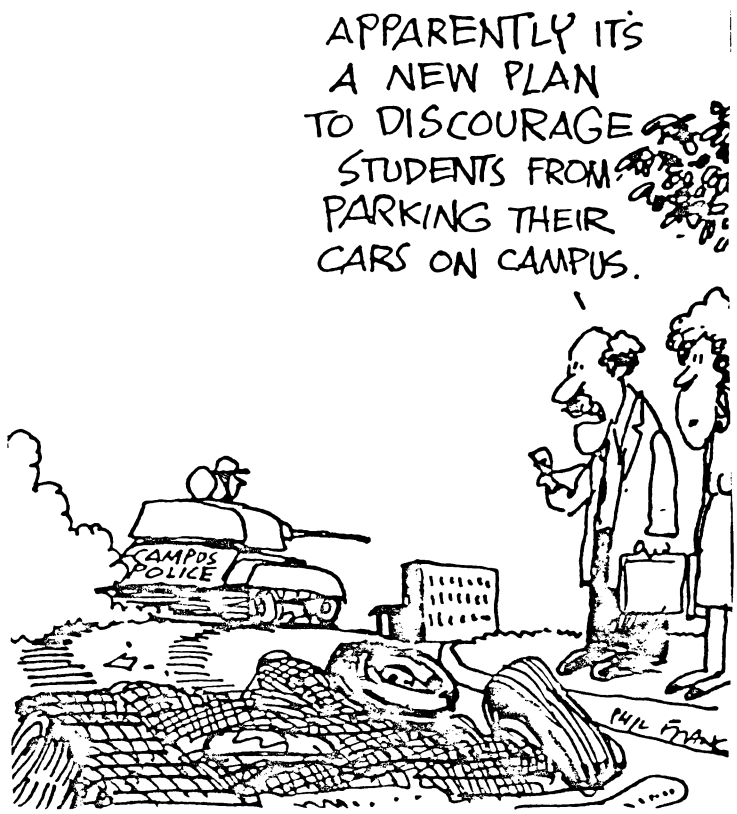
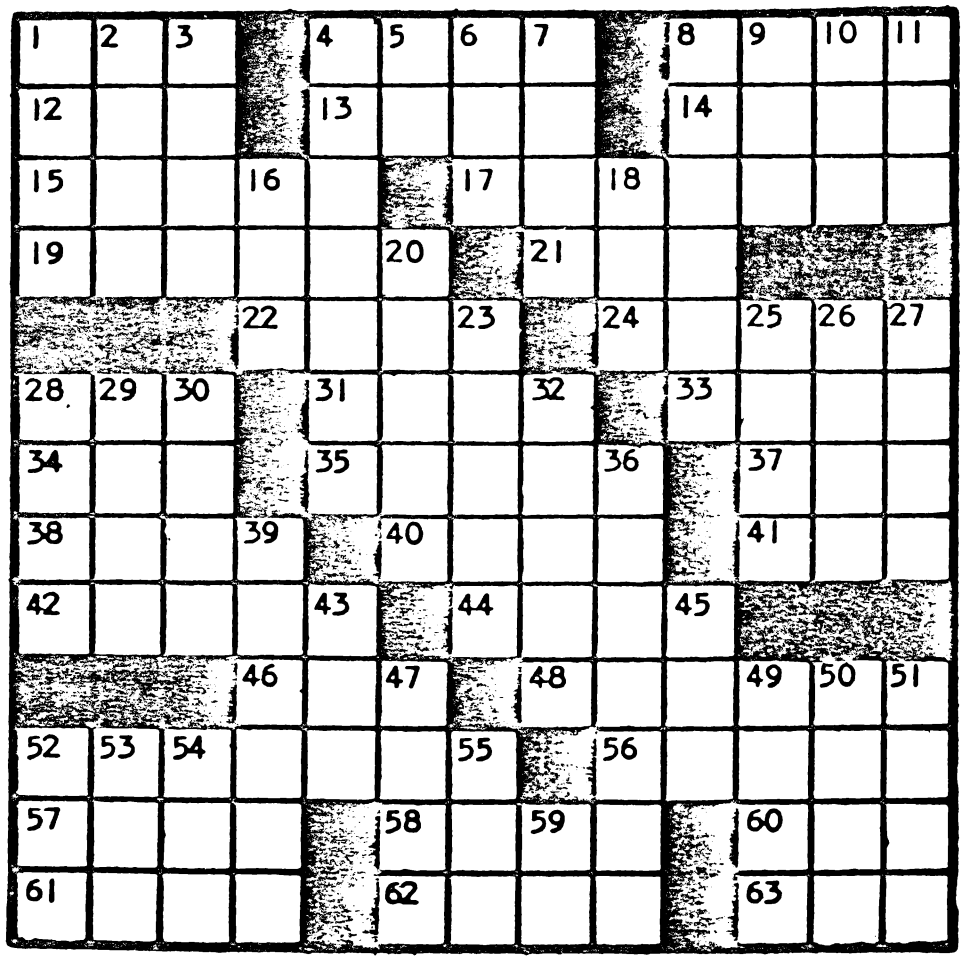


Crossword Puzzle



Courtesy Harle Crosswords

ACROSS

1. Cotton seeder
4. Horse's neck hair
8. Father
12. First number
13. Notion
14. Sour
15. Wounds with dagger
17. Jogged along
19. Inns
21. Took a seat
22. Precious
24. Studies a book
28. Total amount
31. Avenues (abbrev.)
33. Sketch
34. Edible seed
35. Small depressions
37. Epoch
38. Every
40. Close envelope
41. Busy insect
42. Go fast
44. Enclose in paper
46. Pot top
48. Frightens
52. Pets
56. Rested on knees
57. Woody plant
58. Military assistant
60. Malt drink
61. Cause to go
62. Smile
63. Legal rule

DOWN

1. Golly!
2. In
3. Tidy
4. Lead astray
5. Paid notice
6. Meshed fabric
7. Corn cobs
8. Stroked
9. Perform
10. Dessert
11. Sum up
16. Cot
18. Paddle
20. Rescues
23. Renovate
25. Region
26. Mend socks
27. Hit a fly
28. Monkeys
29. Jump
30. Dress trimming
32. Leading actors
36. Become loose
39. Assisted
43. Fade
45. Baking tin
47. Pull along
49. Genuine
50. Girl's name
51. Boil slowly
52. Pints (abbrev.)
53. Exist
54. Males
55. Respectful title
59. Diameter (abbrev.)

Answer on Credit page

A. LINCOLN'S

MADISON AVENUE

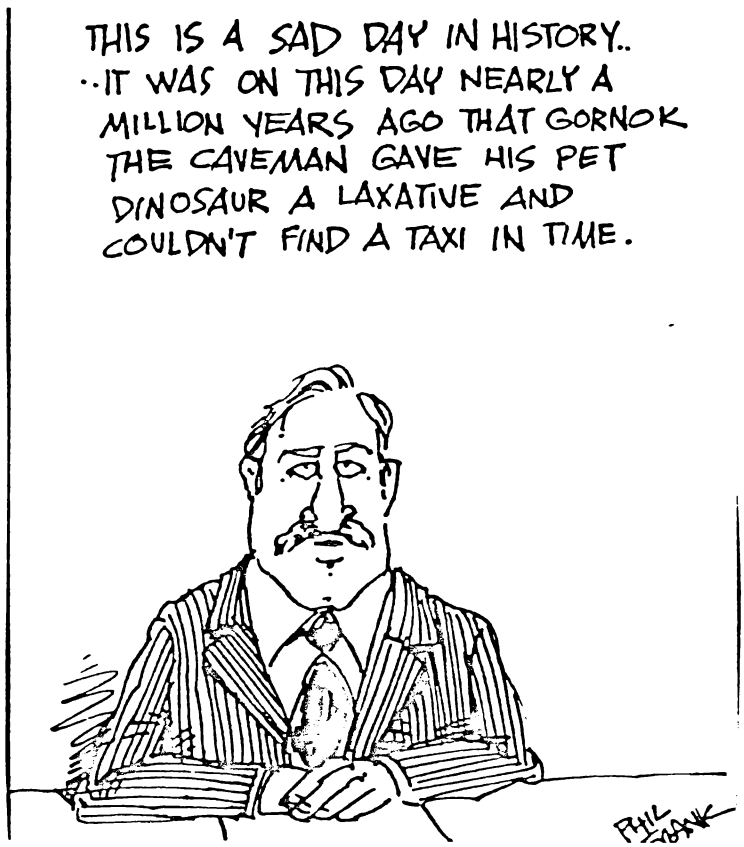
ADDRESS

Parody by Peter Dana

Four years and seven weeks ago, the Sony Corporation brought forth upon this continent, a new Walkman, conceived in Stereo and dedicated to the proposition that all stereos are not created equal.

Now we are engaged in a great tapedeck war, testing whether that audio company, or any audio company so conceived and so dedicated, can long endure without Madison Avenue. We are met on a great battlefield of that war her on the Avenue. We have come to dedicate a portion of that Great White Way of Commercial Advertising as a final resting place for those who have given their creative talents that these Corporations might live. It is altogether fitting and proper that we should advertise in all the media.

But in a larger sense, we cannot duplicate, we cannot copy our competition. The brave ad men and jingle writers who struggled here, have been successful--far above our poor power to add (no pun intended) or detract. The World will note and remember what we advertise here, and it can never forget because we will tape it on MEMOREX. It is rather for us, the present ad agencies, to be dedicated here to the unfinished work which they who have had great billings have thus far so nobly advanced. It is rather for us to be here dedicated here to the great task remaining before us--that from these honored ad agencies we take increased billings to that cause for which they gave the last full measure of devotion and company loyalty--that we ad men here highly resolve that these corporations shall not have advettised in vain--that this agency, under our Chief Executive Officer, shall have a new birth of creativity--and that the advertising of the corporation, by the corporation, and for the corporation, shall not perish from the earth.


THIS IS A SAD DAY IN HISTORY..
..IT WAS ON THIS DAY NEARLY A MILLION YEARS AGO THAT GORNOK THE CAVEMAN GAVE HIS PET DINOSAUR A LAXATIVE AND COULDN'T FIND A TAXI IN TIME.
PHIL